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ABSTRACT

This handbook was developed out of a series of seminars to provide inservice staff development on teaching about the Constitution and the Bill of Rights to high school students with and without special needs. Preliminary information gives background for supervisors of such staff development seminars and lists principles of effective staff development. Instructional materials developed for use with students having special needs are then illustrated. A section on cooperative learning describes this approach to integrating students with and without disabilities. It defines cooperative learning; identifies differences between cooperative and traditional learning groups; presents an agenda of activities for the cooperative learning seminar segment; and explains two activities, one involving cloze techniques for reading comprehension and the other a demonstration of making transparencies from magazine pictures. Objectives and learning activities are presented to help students learn about: (1) legal rights; (2) voting; (3) what is happening in the real political world; and (4) local government. Appendices provide masters for reproduction and a list of seminar participants. (Contains 14 references.) (DB)

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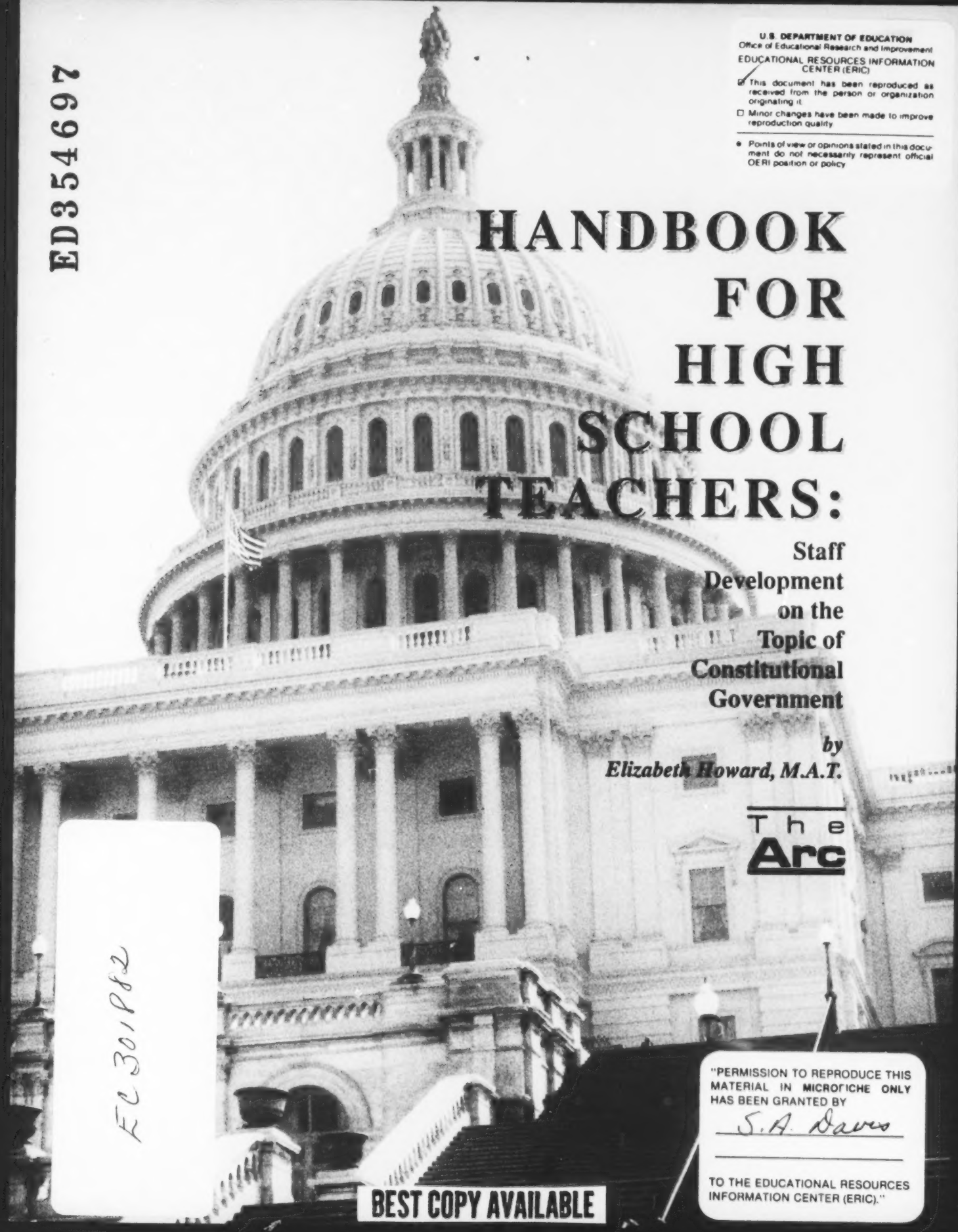

HANDBOOK FOR HIGH SCHOOL TEACHERS:

Staff Development on the Topic of Constitutional Government

by
Elizabeth Howard, M.A.T.

The Arc

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Elizabeth Howard, M.A.T.

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500 E. Border St.
Arlington, Texas 76010
September, 1992

PREFACE

In the fall of 1991, The Arc (formerly known as the Association for Retarded Citizens of the United States) began a series of seminars designed to accomplish three purposes: to disseminate instructional materials on the Constitution and the Bill of Rights, to provide staff development on the subject of Constitutional government for teachers of students with disabilities, and to establish a dialogue with teachers on how best to teach concepts like voting and other ways of preparing for full citizenship in the United States. This handbook is a result of those seminars.

The objectives and activities presented in the "Brainstorming" section of this document came directly from the participants' cooperative learning groups. The final hour and a half of the seminar was devoted to building teaching units on voting, understanding current events, studying local governments and their operations, and other topics that the teachers themselves chose. Each unit represents many years of experience teaching in urban schools from Sacramento to Pittsburgh. We hope that supervisors and teachers will find the suggestions useful.

We are deeply grateful to our seminar participants, located in Sacramento, Fort Worth, Los Angeles, Baltimore, Pittsburgh, Chicago, and Ann Arbor. Special thanks go to the following for helping to arrange and conduct the meetings:

John Knight, Adolphus McGee, and Diana Wright [Sacramento]
Bettye Best and Paula Mower [Fort Worth]
Betty Hofflander and Linda August [Los Angeles]
Watina Coles and Carol Rabin [Baltimore]
Zoltan Kristoff [Pittsburgh]
David Hilton and Angela Miller [Chicago]
Dianne Davis [Ann Arbor]

A list of seminar participants appears in Appendix B.

With publication of this handbook, The Arc renews its commitment to provide outstanding materials and instruction to teachers and all students for full participation in American Democracy.

Jim Gardner, President

Developed through grant # 91-CBC-0103 of the Commission on the Bicentennial of the United States Constitution. The opinions, findings, and conclusions expressed in this publication are those of The Arc and do not necessarily reflect the views of the Commission on the Bicentennial of the United States Constitution, a former agency of the federal government.

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STAFF DEVELOPMENT SEMINARS:
Information For Supervisors

In 1991, The Arc began a series of staff development seminars for large urban school districts across the United States. Teachers in eight large districts were selected to participate in the six-hour meetings, whose purposes were two-fold: to acquaint grassroots educators with The Arc's curriculum on the Constitution and the Bill of Rights and to solicit ideas and information about how to teach at-risk students about the Constitution and the Bill of Rights.

The first half of the seminar was devoted to The Arc's curriculum. Teachers were given complimentary copies of all the components, along with hands-on examination activities. In Fort Worth, participants played the board game, *Graphistory*, competing in groups of four. The activity was loud, but the fun was well received. Participant objectives for this morning session included becoming acquainted with

•The Arc,

•its instructional program produced for the Commission on the Bicentennial of the U.S. Constitution, and

•some commercial materials available for high school social studies students with special needs.

These objectives were met in all the cities. However, special care should be exercised when exhibits of commercial materials are set up because *teacher-participants tended to view the exhibit as a sales ploy.* We recommend to staff development planners that such exhibits should be clearly labeled as examples of materials and that materials are not for sale.

Afternoon sessions devoted time to three segments: A cloze reading demonstration, a creative show-and-tell activity on making transparencies out of magazine pictures, and about an hour and a half segment demonstrating cooperative learning.

Afternoon participant objectives included

•recognizing the key elements of cooperative learning;

•becoming familiar with elements of social studies education which could be accomplished via cooperative learning;

•learning how to facilitate pupil ownership of learning and how to structure tasks for group processing;

•learning techniques for maximizing student learning through integration via cooperative learning; and

•structuring and evaluating a learning activity focusing on group process.

Final participant evaluations indicated that all objectives were met in this segment.

SOME PRINCIPLES OF EFFECTIVE STAFF DEVELOPMENT

Preliminary research yielded some basic principles to guide The Arc's foray into staff development. Among them, four stand out as especially cogent:

•*Staff development has limited impact when it is imposed on the existing culture of the school in the form of discrete projects (Fullan, 1990).* We allowed our participants to select much of the content of their seminar and encouraged them to return to their buildings to continue the work they began. We encouraged them to accept ownership of their ideas and directions for improvement. We encouraged special education and social studies teachers to work together collaboratively to address problems they perceive to be priority issues.

•*Staff development has unlimited potential for variety, motivation, and interest in formats such as mentoring, collaboration, and mini-sabbaticals (Fullan, 1990, and Dumser, 1991).* We structured our seminars to capitalize on collaboration among participants. With regard to mini-sabbaticals, our participant evaluations indicated that the stipends/substitute reimbursement factor in our seminars was most welcome. About half the seminars were conducted on Saturdays so that teachers could receive a stipend; the other half were held during working hours, when the districts received partial reimbursement for substitutes. We found this to be morale building.

•*Staff development cannot be evaluated by students' achievement scores alone. Evaluation must involve all levels of education (students, teachers, and parents) and a variety of data (observations, interviews, school records, self-report questionnaires, etc.), as well as achievement scores (Guskey and Sparks, 1991).* Our seminars were evaluated by the participants themselves; comments were elicited; and subsequent seminars were changed to make them more effective, interesting, and motivating.

•*In-service quick-fixes have not worked in the past. What is needed is an ongoing dialog, what one team of researchers calls "instructional conversations" among students and their teachers (Goldenberg and Gallimore, 1991).* We recommend dialogs between administration and faculty, among teachers, and between departments.

Social Studies Materials on the Constitution and the Bill of Rights

for secondary teachers of students with special needs
available from The Arc

We the People

A teaching unit on the Constitution for high school students

Teaches the history of the Constitution and its inherent principles.

Materials include:

- *student workbook*
- *complete teacher's guide*
- *audio tape of student text*
- *videotape*
- *booklet on the Constitution*
- *student brochure, "Voting" with*
- *teacher's guide*

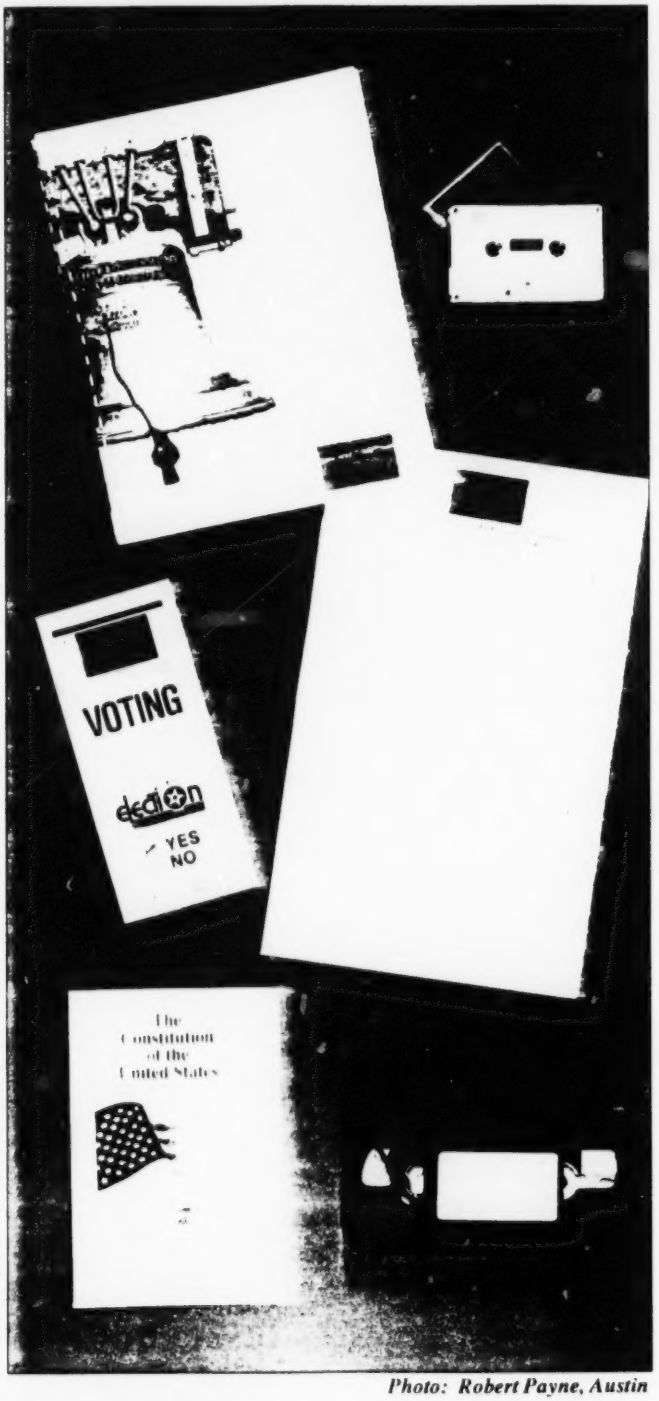


Photo: Robert Payne, Austin

Our Personal Rights
The Amendments to the Constitution
The First Amendment
The Arrest and Trial Amendments
The Voting Rights Amendments

Photo: Robert Payne, Austin

The Bill of Rights Series:

A teacher's resource kit

Multi-media elements to further students' understanding of the Bill of Rights.

Materials include:

3 cartoon-style booklets, 16 pp., full color

- *The First Amendment*
- *Arrest and Trial Amendments*
- *The Voting Amendments*

3 bookmarks

bulletin board poster

card game, Old King George 38 cards, full color

board game, Graphistory 11 X 17, in color

complete teacher's guide

COOPERATIVE LEARNING

We live in an age when cooperative learning is not just a theory. Beginning in the late '70s and throughout the '80s, such researchers as Johnson and Johnson of the University of Minnesota Cooperative Learning Center, and Slavin of Johns Hopkins have provided a huge body of literature on cooperative learning.

What is Cooperative Learning?

Cooperative learning is a process of grouping students in order to maximize their own and each other's learning. Students work together in groups of from two to five members to complete assignments so that *all* students in the group successfully master and/or understand the lesson's content. Cooperative learning is characterized by positive interdependence among group members, resulting in participants' striving for mutual benefit since all group members share a common fate.

> ***We are born for cooperation, as are the feet, the hands, the eyelids, and the upper and lower jaws.***
>
> *Marcus Aurelius*

Cooperative learning has proven an effective technique for integrating students with and without disabilities.

Differences Between Cooperative Learning and Traditional Learning Groups:

Positive Interdependence: Traditional learning groups seem to perpetuate individual competition. In a cooperative learning group, positive interdependence lends a *we're-all-in-this-together* spirit of true collaboration. Setting a mutual goal for all the members of the group establishes that each member has an investment in the learning of the others. Success depends upon all members reaching the goal.

Individual Accountability: Mastery ceases to be competitive in cooperative groups. All the members of the group have tasks to perform, and individuals are held accountable for their mastery of the group goal and for their contributions to it. Each individual has a role in the group, and the effective teacher frequently assesses the level of performance demonstrated during group work. In addition to the teacher's frequent feedback, individuals have the opportunity to evaluate themselves and their group process.

Self assessment gives students an

opportunity to look at behaviors deemed appropriate for the activity in question. This kind of socialization instruction helps students know exactly what is expected of them. After listening to a group or individual report, for instance, students can assess how well they maintained eye contact, asked questions, used the speaker's ideas/ information in some way, and added their own ideas to the discussion. Students can also evaluate their own group performance: making sure that everyone got a chance to speak, listening to everyone's ideas, indicating that they misunderstand something, complimenting good ideas and suggestions, and so on.

Teacher feedback is also helpful in allowing students to understand how well they are functioning in the group. Teachers cannot hope to evaluate all group behaviors, but it is possible to check two or three using a form like the one below:

Behavior	Name *Mary*
Contributes ideas to the discussion	*yes*
Encourages others to contribute	*yes*
Offers praise for good ideas	*yes*

Teachers can also keep a running tally of group behaviors over a period of time by using a form like the one titled Teacher's Comprehensive Observation Form in Appendix A. [Other forms for both teacher monitoring and self-evaluations are also included in Appendix A.]

Perhaps the greatest advantage of using cooperative learning from the teacher's viewpoint is that the methodology offers convenient vehicles for teaching socialization. Group processing skills can be singled out and addressed to let students know exactly how they are to act. Role play provides a structure for learning the language of conflict resolution. Student suggestions from those who know how to function well in a group relieve the teacher of the traditional didactic role of rules maker and enforcer. Some of the skills to be learned in the classroom in this way include the following:

- describing feelings
- contributing ideas
- paraphrasing
- expressing support and acceptance
- encouraging others
- summarizing
- relieving tension in appropriate ways
- staying on task

The teacher who approaches inappropriate behavior as an indication that students do not know how to act will perhaps have an easier discipline than those who assume that inappropriate behavior

comes from bad students or malevolent motives. Ignorance of proper behavior is not something people, especially adolescents, want to be associated with.

Agenda for the Cooperative Learning Seminar Segment

While the morning segment of the seminar was given to introducing and using materials produced by The Arc, the afternoon half concerned cooperative learning. The whole cooperative learning segment took about three hours and was not designed to give an in-depth explanation/ illustration of cooperative learning. It was designed to introduce the methodology and to elicit from experienced classroom teachers as many ways as they could think of to teach kids with special needs about the Constitution and representative government. The seminar's cooperative learning segment was designed as follows:

The first activity was a short discussion of how much participants knew about cooperative learning. After this brief discussion, teachers were assigned a task to be done individually. In most of the seminars, they were given Johnson and Johnson's puzzle, *Can You Zooley?*, to which solutions require analytical thinking and inference. The usual instructions that accompany competitive assignments were given: *Look only on your own paper, Do your own work*, and so on. After about fifteen minutes participants were asked to discuss the answers they had and the feelings they were aware of. The following comments are typical:

- *I am really feeling stupid.*
- *I'm wondering why we're doing this? What does this have to do with anything?*
- *I knew immediately I couldn't do this, so I quit trying.*
- *I got mad because I couldn't do it. I was tempted to disrupt the class.*

The question was raised, usually by the participants themselves, whether teachers' assigned tasks create the same feelings in students, and most especially in students with a history of failure.

After this preliminary discussion, participants were assigned to groups of three or four and given the following directions: In each group, appoint a chairperson to guide discussion, a recorder to write the answers, and a presenter to share the group's findings with the other groups. Where there is a fourth person, appoint an evaluator to record individual contributions and ask for group feedback on the

topic of "How well did we work together as a group? What could we have done differently?" Participants then returned to the puzzle. [Almost all groups answered all the questions in the allotted time. Group processing occurred after each group shared its own self-evaluation.] Following are some typical comments:

•I realized I wasn't the only one who had trouble with this puzzle.

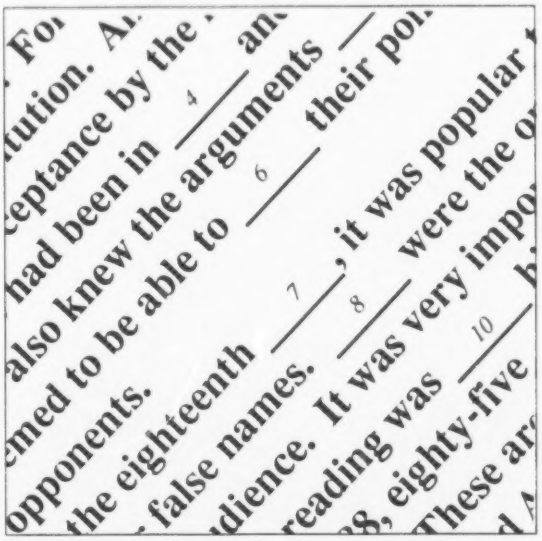
•We learned a lot from other groups when we eavesdropped.

•It became a challenge to see if we could figure it out.

Participants were presented the salient features of cooperative learning by way of a unit largely condensed onto transparencies. [See Appendix A.] Then for practice they were allowed to work in their groups on the assignment titled "The Chain." [See Appendix A.] Again, the groups shared their results and processed group effectiveness.

Cloze

The next activity involved cloze techniques for teachers concerned with reading comprehension. Cloze is a way to accomplish two entirely different tasks that are especially important to the social studies. First, teachers can use this simple and quick method to identify quickly those students who are unable to read and learn



from the class textbook. Second, cloze will serve as a technique for teaching reading comprehension. Detailed instructions are given below for using cloze with these two purposes in mind. The seminar accomplished the second purpose of cloze by showing teachers the thinking processes students employ while working in cooperative groups on a cloze task. [A complete blackline master of this page out of The Arc's text on the Constitution is found in Appendix A.]

Directions to seminar participants were to fill in the cloze blanks and be prepared to present the group's findings to the class. They were to appoint a person to read, one to write the answers, and one to present the results to the other groups. If the group had a fourth person, they were to appoint an evaluator of individual and group process.

The Federalists. The people who _____ the Constitution were called Federalists. For the most part, _____ were the writers of the Constitution. And they were the people who worked for its acceptance by the majority of the _____. Federalist leaders had been in _____ and knew the constitution well. They also knew the arguments _____ the Constitution. They seemed to be able to _____ their points better than their opponents.

Answers on p. 11.

Discussion after this activity usually revealed that teachers intended to use this technique in their own classes as a way to get students to read for understanding.

To assess for appropriate readability using cloze technique: Take a 100-word passage and delete five words. Do not take out new vocabulary or prepositions. If a student, working alone, cannot insert close synonyms in all five cases, then that portion of the book is too difficult. Some experts demand the exact deleted word, but for good comprehension, students can be allowed to substitute *courage* or *bravery* for *valor*. Substitutions like these indicate that students are translating the text into their own vernacular.

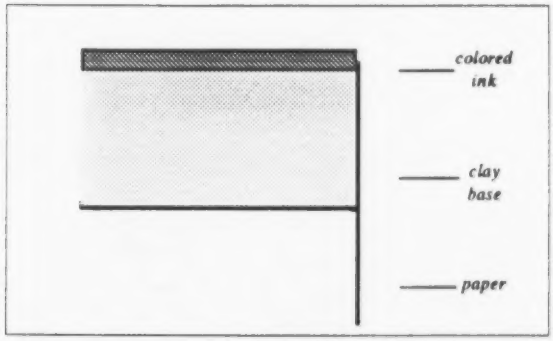
To teach reading comprehension: Take a longer passage and delete up to one word per line. Allow students to move into cooperative groups. Assign a reader, a recorder, a presenter, and, in the case of the fourth person, an evaluator to keep track of individuals' contributions. You will find that students read ahead, re-read portions, look at illustrations for clues to a missing word, and even check the title, index, table of contents, and anywhere else they can think of to find the right word to fill in a blank.

Color Lift

The seminar also included a demonstration on making transparencies out of magazine pictures, a technique created by Dr. Mark Seng at the University of Texas.

It is possible to create full-color transparencies from magazines with clay-based paper (*Time*, *Family Circle*, *Woman's Day*, and others). This is a procedure that requires some practice, but it is easy to do and very inexpensive. This is an especially useful technique for building files of transparencies of current leaders, pictures of monuments, and other social-studies visuals.

Many magazines use paper that is covered with clay to hold the ink onto the page.



Clear plastic that adheres to the page will remove the ink and the clay. To make the transparency, simply wash the clay off the lifted ink and spray with fixative. [See Appendix A for complete instructions.]

Brainstorming Session

The last activity of the seminar, a brainstorm session on how to teach some aspects of Constitutional government, begins on page 14.

Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we, as a people, can be engaged in. *Abraham Lincoln, 1832*

Cloze answers: favored, Federalists, states, Philadelphia, against, explain

Seminar participants received these instructions: Brainstorm as many ways as possible to teach a topic. Each group takes one area and develops objectives, activities, and materials. In each group, the presenter will report to the class the group's ideas, curriculum, and how well the group functioned.

The following pages reflect the results of brainstorming sessions of groups of special education and history teachers in Chicago, Los Angeles, Sacramento, Fort Worth, Baltimore, and Pittsburgh.

Tips, Goals, Objectives, and Activities for Teachers

General

Move instruction outward from the classroom:

1. Classroom level — ballots, tally, etc.
2. Schoolwide level — student government
3. Local - city and county government
4. State — Assembly [or House], Senate, Governor, etc.
5. U. S. — Senate, Congress, President, Vice-president

Notice and analyze that the power in the classroom is set up in a non-democratic manner. After a fair amount of time, let the class vote on rules. Write or discuss the purposes for rules.

Visit city council or county board of supervisors [or commissioners]. Visit voter registration office. Practice filling out forms in class.

Take a tour of the state capitol building. Visit the Assembly or Senate. Ask a qualified person to speak briefly to your group. Get informed on one or more of the issues being debated.

Write to League of Women Voters for information. Write letters to elected representatives on specific issues. Use voter pamphlets for discussions on specific issues, propositions, etc.

Watch C-SPAN when programming takes place in the Congress.

Complete registration forms at school.

Analyze newspaper articles and editorials for opposing views.

Invite local officials to your classroom.

Videotape candidates' debates and speeches and analyze them in class.

Let each class select 2-3 representatives and send them to a central meeting to establish a constitution for a new country. They create their own Constitution and Bill of Rights and go through a ratification process.

Complete short summaries of parties' platforms.

Cut out pictures of candidates and write general statements of their campaign promises.

Take field trips to areas of government interest.

Locate voting places for students.

Make walking trips to some polling sites in the neighborhood.

Explore volunteering in political campaigns. Lists of jobs include helping with mailings, typing, newsclippings, phoning, looking up phone numbers, helping at events, yardsign construction and/or delivery.

Enact the life of a bill, using a student as the bill. Place other students in groups of three as the Senate, the House, and the President. The student who is the bill goes from station to station or back again until everyone agrees and the bill is established.

Procure the movie with Ted Koppel, Peter Jennings, Dan Rather: *Blessings of Liberty.*

Get a copy of "Night Court" that deals with the Constitution [from the network].

Procure the video "You Can Vote." [from Joe Dzenowagis, ph. (313) 263-8757, $29.50].

Make a time-line chart. Show when Constitution was written and the dates of the 26 Amendments.

Create a crossword puzzle out of the names of the delegates of each state.

Do sheets on matching amendments, bingo board of vocabulary usage, and a vocabulary pie.

Teaching Legal Rights

Goal: The student will understand the rights of the individual.

Objectives: The student will be able to

- **distinguish fact from opinion;**
- **discuss issues in the current media;**
- **write letters to editors;**
- **research legal issues like videotaping;**
- **understand and use survey and interview techniques;**
- **apply Constitutional principles to current issues;**
- **understand and discuss the concept of justice.**

Activities:

- **Explain vocabulary.**
- **Visit a courtroom.**
- **Hold a mock trial.**
- **Visit a police department.**
- **Survey the community.**
- **Try to instill belief in the system.**
- **Interview families of people affected by the system.**
- **Try to influence the media.**
- **Appoint a businessman for a day.**
- **Look into legal rights organizations — what process do you use if you get into trouble?**
- **Try to change something in the school.**
- **Try to change a law: individuals can make a difference.**
- **Look at changing demographics.**
- **Invite guest speakers.**
- **Visit the office of an elected official.**
- **Discuss the fact that justice may not be fair.**
- **Discuss "Videotaping — how far can you go?"**

Teaching about Voting

Goal: The student will participate in national, state, and local elections.

Objectives: The student will be able to

- **understand and read a ballot;**
- **fill out forms for voter registration;**
- **distinguish fact from opinion in campaign literature;**
- **determine the purpose/necessity of voting;**
- **identify the candidates running for office;**
- **recognize voting terminology;**
- **develop a sign vocabulary of relevant language;**
- **read, discuss, and understand current events;**
- **list the steps to becoming a voter;**
- **identify political parties;**
- **take field trips;**
- **hear and question resource speakers and candidates;**
- **participate in mock elections;**
- **understand the electoral college;**
- **identify local issues;**
- **trace the history of voting rights.**

[See *Voting Rights Amendments* in The Bill of Rights Series by The Arc.]

Activities:

- **Motivate voting: make a commercial on tape urging them to vote*.**
- **Bring a voting machine to the class.**
- **Have students or guest act as election officials.**
- **Have students present voter's registrations, use the machines, and vote.**
- **Invite a guest to pass out campaign literature, etc.**
- **Take a walking trip to some polling sites.**
- **Have students locate where they will vote.**

[continued on next page]

***On 6/21/92, Jesse Jackson talked about how he urges young people to vote: "I ask them if they would have liked to be on the Rodney King jury, and when they say *yes*, I tell them that only registered voters are chosen for jury duty. I ask them if they'd like to change judges in that case and tell them that voters elect judges."**

- Teach Constitutional Amendment #26. Look at requirements of voters.
- Help students make the connections.
- Read, interpret, and understand voting materials and connect them to personal decision making.
- Interpret materials for other students.
- Take field trips: election board, places to register;
- Make a timeline for voting.
- Invite guest speakers from political parties.
- Make a tree of democracy: use pictures of candidates and below them, general statements of their platforms.
- Make a video.
- Keep a voting scrapbook.
- Keep a nightly log of TV news of candidates.
- Survey the public, friends, family for opinions/choices.
- Take a trip to party offices.
- Conduct a mock rally/election with posters and debate.
- Take field trip to board of elections.
- Invite League of Women Voters representative(s) to class.
- Use Socratic questioning to learn who's eligible to vote.
- Make posters about registration dates and places.
- Invite parents in to discuss voting and decision-making.

Cooperative learning activities:

- Develop a questionnaire for friends and neighbors about the political party of their choice.
- Bring surveys back to the group; on large pieces of butcher paper students will make a list of each of the parties and their "promises."
- Let each group will present its findings to the class.
- Compile the information from all of the groups and have one list for the class.
- Call the local newspaper and report on the groups' findings.
- Give students who bring in their voting receipts bonus points.

Teaching Life in the Real World

Goal: To learn about what is happening in the real political scene.

Objectives: Students will be able to

- **demonstrate knowledge of the functions and powers of local government officials;**
- **identify sites of local government, like City Hall, county courthouse, etc.;**
- **examine local and state propositions and amendments.**

Activities:

- **Invite different officials to class.**
- **Role play.**
- **Arrange field trip to City Hall, courts.**
- **Use teacher-made activities based on local news.**
- **Make a video presentation on government officials.**
- **Create relevant bulletin boards.**

Understanding Local Government

Goal: Students will understand local government as a level of administration of public policy, law, and business.

Objectives: The student will be able to demonstrate knowledge of the powers and functions of local government officials.

Activities:

- **Invite the different officials to class so that they can explain what they do.**
- **Have students role play situations where they act/make decisions as a particular official (mayor, councilman, etc).**
- **Arrange field trips to City Hall, courts, etc., so that students can see the officials at work.**
- **Use teacher-made games where students match "powers" with roles and responsibilities of office holders.**
- **Show video presentations of movies where government officials may be featured.**
- **Set up bulletin board displays.**

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APPENDIX A

Blackline masters for Activities

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ESSENTIAL ELEMENTS OF COOPERATIVE LEARNING

- positive interdependence of goals, roles, and learning outcomes
- face-to-face interaction
- individual assessment and accountability
- socialization and group skills
- self- and peer evaluation for group processing

PLANNING EFFECTIVELY FOR SMALL GROUP ACTIVITIES

- **Limit the size of the group to 3 or 4.**
- **Motivate the activity.**
- **Set clear individual and group goals.**
- **Give clear directions.**
- **Establish a clear time limit.**
- **Observe and assess groups throughout the activity.**
- **Elicit feedback at the end of the activity.**

Directions to group members:

reader, recorder, discussion leader, presenter

Read the story aloud twice. The discussion leader elicits ideas from the whole group on what happened next. All group members must agree to the ending. The recorder will write as succinct an ending to the story as possible, attempting to use the same writing style as the story. Other members of the group can help with wording. Again, all must agree to the story's end. The presenter will read the ending to the other groups.

THE CHAIN

I've since learned that my new school had ability-grouped tracks that Galveston's Alamo Elementary didn't have. But when I was eight all I knew was that kids in Huntsville were a lot smarter than any I'd ever known. My parents and teachers neglected to inform me that I was placed in an advanced group, and I soon found out that my old lackadaisical, top-of-the-head stuff wouldn't cut it in this new school. Where I'd once been at the top of the class without trying, I suddenly plummeted to the bottom despite all my efforts to excel. I became the goat. The rest of the class laughed at just about every wrong thing I did and said.

This class had poets, artists, writers, and engineers who could construct factories from tinker toys. There were mathematicians, rocket scientists, musicians and dancers. And I had no talent in any of it. I felt stupid and clumsy, and incredibly lonely because I'd left my only real friend back in Galveston when we moved to Huntsville to run a boarding house for coeds at the college.

The girls in the boarding house cheered me up some. They let me visit their rooms and talk to them. I tried to confide in them, to tell them that for my end-of-school project I had to do a creative something, but I was too scared about it to discuss it much. My mother taught me to crochet a chain stitch, and I wanted to make a doily, but every time I veered off the path of the chain, I'd get a knotty mess and have to pull it out and start over. So I just crocheted a chain. A long chain. An embarrassing chain. I had visions of taking it out of the bag in front of the class, yard after yard of chainy string, and I could hear the laughter. My face burned hot with shame to be so talent-less. And I cried myself to sleep at night, thinking of my old friend Jimmy and my old school that had been so much happier.

The last week arrived. Let the projects begin! Amy Cole recited an original poem.

Perfect rhyme. Perfect meter. The teacher was so pleased. Someone sculpted a cat. Someone painted a barn. And someone built an electric motor. I never once raised my hand when the teacher said, "Who's next?"

Each night I'd go home, relieved to be out of danger for a few hours, and I'd crochet another mile or two of chain. The last night, I didn't even open my little bag. It was hopeless. I knew tomorrow was the day, and I suffered silently. I didn't tell my mother. I didn't know you could tell your mother about things that troubled you. Mostly I suffered and felt alone.

The last day of school. The remaining few got up to show their projects, but still I didn't volunteer. I was dead last. Finally, the teacher called my name, and I considered telling her I had no project, but I was afraid I'd fail fourth grade, so I took my soiled and crumpled little bag to the front of the room.

"I wanted to learn to crochet a doily," I apologized, opening the bag, "but ...."

SEMINAR CLOZE ACTIVITY

Roles: reader, recorder, presenter, evaluator. In your groups, fill in the cloze blanks and be prepared to present your findings to the class.

The Federalists. The people who __1__ the Constitution were called Federalists. For the most part, __2__ were the writers of the Constitution. And they were the people who worked for its acceptance by the majority of the __3__. Federalist leaders had been in __4__ and knew the Constitution well. They also knew the arguments __5__ the Constitution. They seemed to be able to __6__ their points better than their opponents.

In the eighteenth __7__, it was popular to publish beliefs under false names. __8__ were the only means of reaching a huge audience. It was very important to be able to __9__. In fact, reading was __10__ highly. Between October 1787 and May 1788, eighty-five __11__ appeared under the name of "Publius." These are __12__ as *The Federalist.*

James Madison and Alexander wrote the __13__ of these essays. They __14__ the Constitution brilliantly. James Madison believed the system of checks and balances would make the country __15__. In the eighteenth century, most people believed that a republic could __16__ only if it remained small. They reasoned that if a __17__ grew large, then trouble would surely follow. However, Madison believed that the system of checks and balances would keep the new republic __18__. In fact, he thought that the checks and balances would be made stronger as the new nation grew __19__.

Teacher's Comprehensive Observation Form

Name/date	*skill*	*skill*	*skill*	*skill*	*skill*

Cooperative Learning Observation Sheet

	student	*student*	*student*	*student*	*student*

Student Cooperation Self-Assessment

	always	*seldom*	*never*
I helped the group stay on task.			
I made sure that everyone knew how to do the work.			
I offered suggestions to other members of the group.			
I asked others for their ideas and information.			
I asked for help when I needed it.			
I summarized ideas and information for others.			
I expressed my feelings in an acceptable way.			
I listened carefully when others talked.			
I complimented others on their ideas.			

Making Overhead Transparencies From Magazine Pictures

To create full-color transparencies from magazines, select pictures on clay-based paper. *Time*, *Family Circle*, and *Woman's Day* usually lend themselves well to this procedure.

The paper is coated with clay before the ink is applied. This process holds the picture to the paper and explains why the ink doesn't smear and/or come off on your hands when you touch it. Magnified, it would look like this illustration:

Clear plastic that adheres to the page will remove the ink and the clay. You can use clear Contact brand plastic, clear laminating paper, adhesive sheet protectors, or, for small pictures, transparent tape like 3M 3750. To make the transparency, wash the clay off the lifted ink and spray with fixative. Here are the steps to follow.

1. Stick a clear plastic sheet to the picture.

2. Place a paper over the plastic for protection and then rub with the back of a rounded plastic comb or similar implement. Rub from the center to the outside edge to remove all air between the picture and the plastic.

3. When all air has been removed, soak the paper in hot soapy water for about five minutes to dissolve the paper away from the ink and clay that have stuck to the clear plastic.

4. Remove the paper from the plastic and throw away. A clay-covered picture will remain stuck to the plastic.

5. Scrub with a polyfoam sponge the still-stick side of the plastic to remove the clay. Most failures occur at this stage because any remaining clay will make the picture opaque.

6. After cleaning the clay away, allow the still sticky transparency to dry before spraying with Krylon (or other clear sprays) or coating with a Polaroid black and white print protector. This step [a] clarifies the transparency to allow more light to shine through and [b] removes the stickiness.

CLOZE ANSWERS

1. favored
2. Federalists
3. states
4. Philadelphia
5. against
6. explain
7. century
8. Newspapers
9. read
10. valued
11. articles
12. known
13. majority
14. defended
15. stronger
16. succeed
17. republic
18. safe
19. larger

APPENDIX B: Seminar Participants

Ann Arbor:
Mike Alperovitz
Thomas Blackwell
Robert Brown, Jr.
Elias Chapa
Susan Copley
Lee Delcamp
Elise Herman
Colleen Creal
Gay Rotrock
Lavada Weathers
Phyllis Werbel
John Wilkins

Baltimore:
Bernadette Ballard
Janice A. Brothers
Arnetta Boyd
Corrine Chase
George W. Crutchfield
Helen E. Davis
Ella L. Hardy
Jessie S. Hargrove
Joyce A. Harris
Patricia A. Harris
Joan Holt
Roberta Johnson
Joseph G. Kellner
Nancy R. Malone
Sandra Newbill
Betty H. Paige
Patricia B. Petrosino
Sheila M. Pearson
Anton Scott
Chris Stewart
Yvonne M. Terry
Mary Wallace

Chicago:
LaVerne Brown
Martha J. Coleman
Lori Cuevas
Rhonda E. Davis
Jay Faermark
Algeane E. McAdoo
Gloria J. Jackson
Eddie L. Newton
Heddie J. Porter
Bettye R. Price
Robert E. Reimer
Iconua Rice
Deanndra Smith
Merle D. Warshausky

Fort Worth:
Dorothy Cater
Joan V. Gillette
Dorothy Hayes
Ray Macias
Carolyn Major
Bonnie Tanner
Mary S. Wells
Joyce C. Williams
Phyllis Wright

Los Angeles:
Katy Brand
Christine Casale
J. D. Fisk
Shellie Y. Hampton
Cleo A. Ingram
Barbara C. Jepson
Meredith Risen
Ruth A. Spike
James Teal

Pittsburgh:
Gene Albert
Jay M. Cohen
Sherryl Duff
Martha W. Domske
Catherine Hague
Zoltan Kristoff
Walt Olsen
Sylvia Robinson
Norma Szymanski
James R. Vaira
Mary K. Wilsher

Sacramento:
Ed Amundson
Kathy Catanzarite
Coleen Clark
Wade A. Demes
Karen Hook
April Kozlosky
Margaret Lunn
Linda L. Potter
Diane Reinl
Diane Roach
Flora M. Stokes
Dianne Velsor
Evan Weir